[New Game Board big.doc ]

**A9 Card Sort Game Board**

**Alternate format for A9 Card Sort Activity, pp. 123-124**

Print Card Sort Game Board, Card Sort Game Pieces, and Card Sort Answer Key on ledger (11’ X 17”) paper

**Tiered Thinking**

**Across Stages of Second Language Acquisition**

Linking: Thinking, Language Functions, and Second Language Acquisition

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| **Levels of Thinking**  **and**  **Language Functions**  Bottom to top—from concrete  recall to more complex, abstract thinking | **Language Use Across Stages of Second Language Acquisition**  Left to right—from simple to complex grammatical tenses, forms, vocabulary, etc. | | | | |
| WORD---------------------►MODEL---------------------►EXPAND------------------►----------------SOUND LIKE A BOOK---------------► | | | | |
| **Preproduction**  *Nonverbal*  *response* | **Early Production**  *One word response* | **Speech Emergence**  *Phrases or short*  *sentences* | **Intermediate Fluency**  *Longer and more*  *complex sentences* | **Advanced Fluency**  *Near native-like* |
| **EVALUATION**  *Language functions:* Appraising, arguing, assessing, attaching, choosing, comparing, defending estimating, judging, predicting, valuing, evaluating | ASSESS correctness of a moveable biome model  Show understanding by rearranging parts as necessary. |  | PREDICT outcomes for plant life according to water, soil, and light conditions using photos and phrases/short sentences. |  | ARGUE the  pros and cons of protecting a wetlands reserve instead of developing it. |
| **SYNTHESIS**  *Language functions:*  Arranging, assembling, collecting, composing, constructing, creating, designing, developing, formulating, managing, organizing, planning, preparing, proposing, setting up | PLAN AND CONSTRUCT  dioramas or collages to show seasons in a forest biome. |  |  | PLAN AND WRITE  a narrated sequence about a plant’s life during one season in a forest biome. |  |
| **ANALYSIS**  *Language functions:*  Analyzing, appraising, calculating, categorizing, comparing, contrasting, criticizing, differentiating, discriminating, distinguishing, examining, experimenting, questioning, testing | CATEGORIZE  types of plants found in desert and alpine tundra biomes by sorting  pictures and labels of plants. | CONTRAST features of a Saguaro cactus with an oak tree. Use key words with phrases such as “the \_\_has\_\_” and “The \_\_ does not have\_\_”. | COMPARE plants using comparatives and superlatives (-er, -est\_) Examples: “This leaf is \_\_\_ than\_\_” “This \_\_\_ is the tallest \_\_”. | ANALYZE the steps of photosynthesis in an interview-style conversation with partners. Ask and answer about the purposes of each step. |  |
| **APPLICATION**  *Language functions:* Applying, choosing, demonstrating, dramatizing, employing, illustrating, interpreting, operating, practicing, scheduling, sketching, solving, using |  | DEMONSTRATE  the process of photosynthesis by moving labeled parts of a model, or dramatize the process with gestures while saying key words. |  |  | INTERPRET  life in a desert biome from the perspective of a desert plant or animal in a series of journal entries. |
| **COMPREHENSION**  *Language functions:*  Classifying, discussing, explaining, expressing, identifying, indicating, locating, recognizing, reporting, restating, reviewing, selecting, translating | CLASSIFY plant parts  First locate parts in a matching game, then sort by features or colors. | CLASSIFY  leaves by shapes and sizes. Use basic descriptive words such  as small, large, yellow, thick |  | CLASSIFY AND EXPLAIN  differences in plant  parts. Example: “Monocot plant seeds have one cotyledon and the leaves have parallel veins.” | EXPLAIN  functions of plant parts and how specific plant parts take in and release nutrients. |
| **KNOWLEDGE**  *Language functions:*  Arranging, defining, describing, duplicating, labeling, listing, naming, ordering, recognizing, relating, recalling, repeating, reproducing, stating | **LABEL AND ORDER**  **the steps in the plant cycle.**  Point to, gesture for, or match icons for cycle steps with the printed words of the steps | **LABEL AND ORDER**  **the steps in the plant cycle.**  Arrange and point and say “seed” and “sprout,” begin to say “This is \_\_\_” and “Here is \_\_\_” | **LABEL AND ORDER**  **the steps in the plant cycle.**  Say, “First there is a seed Then, there is a sprout, stem, roots. Last, the \_\_\_grows” | **LABEL AND ORDER**  **the steps in the plant cycle**  Say/write, “The plant begins as/began as a seed. It was buried in the soil. Over time, the seed germinated. Then it began to sprout.” | **LABEL AND ORDER**  **the steps in the plant cycle.**  Say/write, “All plants have a multiphase cycle. These corn plants began the cycle as monocot seeds, which have one cotyledon. However, the dandelion plants began the cycle as dicot seeds, which have two cotyledons.” |